Mindfulness and Beyond: How to use Mindfulness Practices to Support School-Wide Needs

Presented by:
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Objectives

• Provide an overview of mindfulness practices.
• Present components and models of mindfulness practices.
• Experience various mindfulness practices.
• Become familiar with developing research in the field.
• Examine practical applications for the use of mindfulness in personal practice and schools.
Intention

Set an intention related to what you would like to gain from the session today.
What do you know about mindfulness?
Why do we need mindfulness?

STRESS IN AMERICA - Although on a downward trend...

• Women are more stressed than men.
• Men are less likely to manage stress than women.
• Millennials and Gen Xers report the highest levels of stress of any generation.
• Millennial parents report higher stress levels and lack coping skills to teach their children.
• Financial issues are the number one stressor, followed by work.
• Using unhealthy stress management techniques (TV, internet, alcohol, napping).
• 43% of the population does not have emotional support.
• Twice as many adults with a disability report an extreme stress level.
Why do we need mindfulness?

Stress Epidemic vs. The United States
...and the emerging mindfulness solution

#1 anxious country in the world
2012

27% live with anxiety and depression

78% of all hospital visits directly linked to stress (Harvard)

$326 billion annual impact of stress on economy

#1 clinical tool for stress, depression, anxiety and pain

#1 training for IQ, EQ, attention and stress resilience

452 published research studies in 2011

1026% growth in 10 years becoming leading field in mind science

modernmeditation.ca
Childhood Stress

- Children also experience a variety of components contributing to stress including:
  - Breakdown in family systems
  - Poverty
  - Violence portrayed in the media
  - Overload of available information
  - Trauma
  - Peers/Academic performance
Childhood Stress

• High stress levels can lead to
  • increased emotional concerns.
  • impact healthy development.
  • decrease academic performance/attendance.
  • increase school drop out.
  • decrease self-regulation impacting social interactions.
School Psychologist Stress

• School Psychologists encounter:
  o Large caseloads
  o Student and staff conflict
  o Intervene in crisis situations
  o Counseling needs
  o Stay current on research
  o The needs of parents, teachers, and administrators
  o The need to model emotional regulation
  o Address legal and discipline issues

...all while creating systemic change and having a life
What is stressing us out today?

Stress Reduction Kit

Bang Head Here

Directions:
1. Place kit on FIRM surface.
2. Follow directions in circle of kit.
3. Repeat step 2 as necessary, or until unconscious.
4. If unconscious, cease stress reduction activity.

“STRESSED” is “DESSERTS” spelled backwards

HELP

TO-DO LIST:
1. EVERYTHING
2. 
3. 

[Image of a person holding a sign that says HELP and a to-do list with everything crossed out]
And the day came
when the risk it took
to remain tight inside the bud
was more painful
than the risk it took
To Blossom.
** Practice **

Breathing

- Breathing is free, easily learned, portable
- Breathing is controlled by both the autonomic and voluntary nervous systems.
- It RESPONDS to our emotional state (stress – hyperventilation) and it can INFLUENCE that state by calming the body’s system.
- Slow relaxed breaths calm the vagus nerve and increases oxygen intake, lowers blood pressure, shifts heart rate

**PRACTICE:** Focus on your breath for just one minute Inhale and count to 6 counts and exhale and count to 6

- [http://omazingkidsllc.com/2013/10/05/five-count-breathing-visual-support/](http://omazingkidsllc.com/2013/10/05/five-count-breathing-visual-support/)
Breath

Our breathing can help us in capturing our moments. It’s surprising that more people don’t know about this. After all, the breath is always here, right under our noses. You would think just by chance we might have come across its usefulness at one point or another. We even have the phrase, “I didn’t have a moment to breathe” or “catch my breath” to give us a hint that moments and breathing might be connected in an interesting way.

To use your breathing to nurture mindfulness just tune in to the feeling of it...the feeling of the breath coming into your body and the feeling of the breath leaving your body. That’s all. Just feeling the breath. Breathing and knowing that you are breathing. This doesn’t mean deep breathing or forcing your breathing, or trying to feel something special, or wondering whether you are doing it right. It doesn’t mean thinking about your breathing either. It’s just a bare bones awareness of the breath moving in and the breath moving out.

It doesn’t have to be for a long time at any one stretch. Using the breath to bring us back to the present moment takes no time at all, only a shift in attention. But great adventures await you if you give yourself a little time to string moments of awareness together, breath by breath, moment by moment. Jon Kabat-Zinn
Mind Full, or Mindful?
Mindful Attention Awareness Scale (MAAS)

• I could be experiencing some emotion and not be conscious of it until some time later.

• I break or spill things because of carelessness, not paying attention, or thinking of something else.

• I find it difficult to stay focused on what's happening in the present.

• I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.

• I tend not to notice feelings of physical tension or discomfort until they really grab my attention.

1 = almost always; 2 = very frequently; 3 = somewhat frequently; 4 = somewhat infrequently; 5 = very infrequently; 6 = almost never.
• I forget a person's name almost as soon as I've been told it for the first time.

• It seems I am "running on automatic" without much awareness of what I'm doing.

• I rush through activities without being really attentive to them.

• I get so focused on the goal I want to achieve that I lose touch with what I am doing right now to get there.

• I do jobs or tasks automatically, without being aware of what I'm doing.

****

1 = almost always; 2 = very frequently; 3 = somewhat frequently; 4 = somewhat infrequently; 5 = very infrequently; 6 = almost never.
• I find myself listening to someone with one ear, doing something else at the same time.

• I drive places on "automatic pilot" and then wonder why I went there.

• I find myself preoccupied with the future or the past.

• I find myself doing things without paying attention.

• I snack without being aware that I'm eating.

****

1 = almost always; 2 = very frequently; 3 = somewhat frequently; 4 = somewhat infrequently; 5 = very infrequently; 6 = almost never.
What is Mindfulness

Mindfulness means paying attention in a particular way; on purpose, in the present moment and non-judgmentally

- John Kabat Zinn
What is Mindfulness?

- Mindfulness is a 2,500 year old Buddhist tradition.
- The current term has been modified for use in psychology and other practices for the general population.
- It is a broad term with no single agreed upon definition.
- Mindfulness is a way of “being” in the world.
  - Present in conversations, how we treat others, how we handle difficult situations.
What is Mindfulness continued...

- Mindfulness brings awareness to mind patterns and recognizes moods before they spiral.
- Mindfulness supports connection to being alive.
- Mindfulness helps halt the negative thoughts focusing on the present.
- Mindfulness creates “bigger” thinking, teaches how to shift mental gears away from negative thinking.
- Mindfulness increases critical thinking towards non-judgment.
- Mindfulness supports experiencing emotions allowing mood and thoughts to come and go.
- When held in awareness versus fact we view a different perspective.
Types of Practices

• Everyday Mindfulness – Reminding ourselves of the present moment throughout the day
  o taste, movement, breathing, sounds, emotions, smell, vision, gratitude

• Formal Meditation – “Mental Gym”
  o yoga, meditation, t’ai chi, martial arts, prayer, journaling

• Retreats

  (The more you do, the more effective it becomes)
7 Things Mindful People Do Differently

1. Approach everyday things with curiosity—and savor them

2. Forgive their mistakes—big or small

3. Show gratitude for good moments—and grace for bad ones

4. Practice compassion and nurture connections

5. Make peace with imperfection—inside and out

6. Embrace vulnerability by trusting others—and themselves

7. Accept—and appreciate—that things come and go

List created by Elisha Goldstein, Ph.D., psychologist, author of The Now Effect
** Practice **

Body Awareness

Mindful Body Scan

Body Scan Meditation

1. Set aside a time and place in your day where you can sit comfortably and you won’t be distracted or disturbed.
2. Find a comfortable but attentive seated position, close your eyes, and bring your attention to your toes.
3. Working up from your toes, bring awareness to each body part in turn: your feet, ankles, calves, knees, etc. up to your head.

Health Benefits:
- Reduced stress
- Decreased muscle tension
- Increased pain tolerance

Why it works to reduce stress:
Body scan meditations encourage self-awareness of sensations we might otherwise be ignoring.
Are YOU eating mindfully?

A survey of 2000 people showed that the average person spends just 23 minutes a day eating. Of those surveyed, 73% suffered from digestive difficulties.

Are you eating mindfully?

SIT DOWN!
Even if it’s only for 10 minutes, make proper time for your meal.

TURN IT OFF!
Switch off the TV, shut down the laptop, put your smartphone away and give eating your full attention.

RECLAIM MEALTIMES
Eat properly at mealtimes and avoid snacking on the go.

TURN YOUR SENSES ON
Enjoy the taste, smell, texture and look of each bite.

RETRAIN YOUR CHEWING
Consider chewing D’MIX after every meal, to help kick-start healthy chewing habits.

* Practice *
Mindful Eating
Why do we need healthy functioning?

• When people are mentally and physically healthy they:
  o Are more productive and creative
  o Live through their value and belief systems
  o Feel accomplished
  o Experience personal growth
  o Have fewer accidents
Why do students need healthy functioning?

• Students with strong self-regulation skills
  • increase results on the SAT
  • improve peer relations
  • grow up to make more money
  • have better physical health
  • have fewer problems with substance abuse or the law.
Why we need mindfulness as mental health providers

• Support for high stress
• Need for self-care
• Create healthy modeling
• Create more connection versus disconnection
• Checking in vs. checking out to our experiences
• Create lifelong resilience
• Create compassion in a narcissist age
Be Here Now

Your body is present. Is your mind?

Past     Present     Future

Doug Neill
How can mindfulness help?

• Suffering comes from focus put on the past or the future.
• The present moment is all that is.
• Being mindful allows us to recognize emotions and experiences.
• Mindfulness is one part in supporting the whole person.
• Mindfulness tells the body we are safe and calms the brain to reduce fight, flight or freeze response.
ALL NEGATIVITY is caused by an accumulation of psychological time and denial of the present. Unease, anxiety, tension, stress, worry — all forms of fear — are caused by too much future, and not enough presence. Guilt, regret, resentment, grievances, sadness, bitterness, and all forms of nonforgiveness are caused by too much past, and not enough presence.

— Eckhart Tolle
Mindfulness practices

- Engage executive functioning and improve working memory
- Decrease stress, anxiety, and depression
- Increase self-awareness and social competency
- Support positive emotional reactions
- Change the autonomic nervous system
- Enrich interpersonal and intrapersonal relationships
- Increase optimism and motivation
- Increase ability to notice differences
- Increase quality of life
Neurological Benefits of Mindfulness

• Increased sustained attention and integration of attention, motivation, and motor activities.
• Increases influenza antibodies.
• Alters biological pathways through the autonomic nervous system, neuroendocrine, and immune systems.
• Changes to the amygdala (smaller) in as little as 8 weeks.
• Increases in regional brain grey matter.
• Hippocampus increased.
• Previous studies used EEG, new studies fMRI.
Mindfulness Model

Components

• **INTENTION**: move from self-regulation, to self-exploration to self-liberation. The higher the intention the higher the response.

• **ATTENTION**: Increases the ability to attend, shifts attention from objects to mental sets and inhibits elaborative processing of thoughts, feelings, sensations. Allows the ability to observe moment by moment, a key component in healing.

• **ATTITUDE**: How we attend (cold versus compassionate). Commit to the practice through patience and heartfulness to create a positive experience.
Mindfulness Model Continued...

The components combine to a concept of “re-perceiving” leading to change and positive outcomes.

• The mechanisms include:
  o self-regulation
  o value clarification (what values drive our choices)
  o cognitive, emotional, and behavioral flexibility
  o exposure (experience strong emotions with objectivity/less reactivity, decreasing fear leading to avoidance)
Why the rise in Mindfulness?

• Clinicians personal experiences with mindfulness are being taught to clients due to perceived benefits.
• Mindfulness is a core perceptual process in psychotherapy.
• Meditation (e.g. TM) brought popularity through easy short practices.
• Evolution of psychology from behaviorist to cognitive to mindfulness and acceptance based practices.
• Science is catching up with practice.
Mindfulness with Children

- Schools are an ideal location for mindfulness training.
- Mindfulness strategies are appealing to children.
- Builds capacity for self-management strategies, responding positively to life stress.
- Children can participate in their developmental path.
- Children are able to accept all thoughts and feelings without judgment.
- Creates a way to self-calm and be present in life.
“We’re so busy watching out for what’s just ahead of us that we don’t take time to enjoy where we are.”

- Calvin & Hobbes
Research

- National Institute of Health (NIH) research funding from 1991 – 2014 was $39 million (2008 46 studies, 2009 doubled)
  - Child research is still limited (4% of adult funding)
- Peer reviewed journal articles from 2000-2015 increased from 200 to 1800.
  - 20% were research, the rest were reviews.
  - 22,000 articles in the media
- Mixed results still in measurement, study design, conceptualization and lack of confidence in Qualitative research.
Research Studies

• Mixed method three year study with 57 doctoral students.
• Two hours a week for 10 weeks 2 hours with direct instruction, practices, journal and paper assignments.
• Findings showed improved clinician well-being, self-care, and interpersonal presence with clients.
• Statistically significant findings of increased levels of mindfulness.
• Interpersonal reactivity decreased among study participants.

(Rockwell & Surrey)

“If I don’t take care of myself, how can I model this for clients?”
Research Studies

• Mindfulness practices altered children’s perceptions of stress, allowing them to deal with stress more efficiently (Costello & Lawler, 2014).

• *Meditation on the Soles of the Feet* teaches students (with cognitive impairments) to shift their attention away from anger/ anxiety provoking stimuli, into a neutral point like the soles of the feet. Gives control over their behaviors by using a physical “anchor” (Singh et al., 2007).

• Meditation used with youth exhibiting learning disabilities decreased the level of anxiety, increasing academic levels and social skills (Beauchemin et al.).
Research Studies

- Three elementary schools with students aged 7-9.
- Twelve ½ hour lessons for 8 weeks given by teachers (5-10 minute weekly practice).
- Post-test no change.
- Follow-up 3 month improved meta-cognition.
- Teachers were trained and there was a difference in perception between teachers and parents.

(Vickery & Dorgee, 2016)
Research Studies

• Twelve week MindUP program.
• Executive function tasks showed an increase in selective attention, cognitive flexibility, inhibitory control and working memory (experimental group).
• Math grades showed an increased trend.
• Self-reports indicated an increase in empathy, perspective taking, emotional control, and optimism.
• Peer nominations – reported more sharing, helpfulness and kindness.

(Schomert-Reichel et al., 2015)
Research Studies

• Mindfulness Based Stress Reduction program (adjusted) 8 weeks, 90 minutes.
• 72 students (42 experimental, 30 control)
• Ages 11-13 and 14-18 with pre-post tests and follow-up.
• Test – emotional go-nogo task to compare emotional words to faces.
• Significant improvement in experimental group.

(Droutman 2015)
Research Studies

• The Native American culture is well aligned with mindfulness practices.
• Belief in the present moment and “integration of body, mind, and spirit”.
• Mindfulness practices showed a decrease in substance abuse.
• School Performance increased and absenteeism decreased 25% on one reservation.

(Napoli & Bonifa, 2013)
Research Studies

• Intervention program with underserved urban youth.
• This program included breathing exercises, physical movement (yoga based), and other mindfulness practices.
• The study was effective in reducing involuntary stress reactions through self-regulation.

(Mendelson, 2010)
Future Research

• Increase childhood studies
• Examine most effective and efficient ways to instruct mindfulness
• Longitudinal studies
• Understand various differences and temperaments
• Impact of parent and teacher practices
• Training of facilitators
• Development of theory/models
• Objective measures
• Understanding of the mechanisms of change and underlying neural pathways
*** Practice ***

Mindful Sounds

• Different types of sounds
  o Background sounds
  o Melodic sounds
  o Abrupt sounds
  o Use a ringing bell to start the session.
*** Practice ***

Movement

Mindful Walking

• In our world we are always moving so fast. A mindful walk slows things down and brings attention to the act.
  o Appreciate the ability to walk.
  o Ground by bringing attention to the feet, toes, and heels.
  o Bring awareness to all the senses (sight, sound, taste, feel, smell)
  o Use a helpful phrase of your choosing (e.g. I am happy, healthy and whole).
  o Clear a space in the classroom or go outside for this practice and remove shoes if safe.
Mindfulness in Therapy

- Mindfulness Based Cognitive Therapy
- Mindfulness Based Stress Reduction
- Mindful Meditation
- Acceptance and Commitment Therapy (ACT)
- Dialectical Behavior Therapy (DBT)
- Used for pain, stress reduction, weight loss, or eating disorders
Mindfulness Based Cognitive Therapy
Treatment of Depression

• When depressed, people tend to experience tunnel vision and lose touch of what is going on around them.
• Losing touch creates a barrier to the small pleasurable things.
• Low mood brings reoccurring thoughts, past perseveration, or future worries.
• Unaware of the mood fluxuation.
• When low, emotions become a problem to be solved causing further rumination.
• There is a fear of reoccurring depression causing symptom suppression.
Mindfulness for Emotional Disorders

• When students are afraid they struggle with attending to things around them.
• Develop and strengthen the ability to pay attention to inner feelings and outside experiences with kindness or curiosity.
• Emotions can be viewed as “visitors” and we can invite them in or ask them to leave.
Mindfulness for Emotional Disorders

• Example (SCRAM)
  o **S**top and slow down - Purposeful attention and control
  o **C**alm your body
  o **R**emember to look at what is happening inside and out
    – Note/label emotions
  o **A**ction – Make a choice
  o **M**etta – Act with love and kindness
*** Practice ***

Emotions

• What do we do with emotions?
• What emotions are good?
• What emotions are bad?
• What purpose do emotions play?

PRACTICE - Recall the emotion, Feel where it is in your body, Label the emotion, Express the experience, Share the experience, Ritual of release, Celebrate the release
Trauma Informed Care

• Trauma harms the soul, creates a survival only instinct, creates mistrust, and creates broken relationships.
• Mindfulness activities reduce suffering and support personal transformation.
• Mindfulness activities connect the body and mind back together.
• Mindfulness calms the system bringing awareness and creates space for reflection.
Social Justice

• “Social justice is defined as ‘... promoting a just society by challenging injustice and valuing diversity.’ It exists when ‘all people share a common humanity and therefore have a right to equitable treatment, support for their human rights, and a fair allocation of community resources.”

(Toowoomba Catholic Education, 2006)
Social Justice and Restorative Practices

• Restorative Circles come out of the Native American tradition.
• Utilized in mainstream criminal justice system since 1996.
• Moving into schools with awareness of the school to prison pipeline.
• The circle provides a place to express the economic, physical, and emotional aspects of an incident for both parties involved.
• The process allows both parties to have a voice.
• The sharing creates healing, open communication, and strategies for addressing the issues.
• Mindfulness practices are at the core of restorative practices.
*** Practice ***

Gratitude

- There is a thought before we fall into procrastination, over eating, or other negative habits. (Avoidance)
- One way to re-direct that thinking is to reflect on things for which we are grateful.
- The brain is habitual and this creates a positive thought process.
- Ideas:
  - Create a gratitude Journal
  - Title the page “Amazing”.
  - Write daily
  - Use it as a reference to increase mood.
*** Practice ***

Self-Compassion Meditation

• Visualize a safe place
• Invite a mentor into the safe place
• Ask them questions
• Listen to the insight.

Higher the self-compassion, the less stress you feel, even with lower self-esteem.
Considerations for Mindfulness Programs

- Cognitive and developmental levels
- Attention span
- Intra/interpersonal skills
- Somatic or engaging activities
- Consider peer impact with adolescents
- Note physical space, group size, session timing
Considerations of Mindfulness Programs

• Consider the school’s unique dynamic and culture.
• Adopt a culture of on-going dialog and awareness of differing perspectives.
• Teams should continue education on equality and social justice issues.
• Foster communication.
• Examine the power differentiation within the school community
• Create space to experience discomfort.
Benefits/Challenges to Mindfulness Programs

• Benefits
  ◦ Cost effective, efficient, fun, positive, life-long skill

• Challenges
  ◦ Need a better understanding of best practice, buy-in, budget, time, space, training
*** Practice ***

Art/Journaling

• Create a moment of stillness before the activity
• Create an Art Journal
• Glitter Jar
• Draw a story
• Journal
• Picture Reflection
*** Practice ***

Imagery

- Create a peaceful place.
- Uses visualization and imagination to bring awareness to the mind and body connection.
- Children are naturally imaginative.
- Use a script or create your own.
- Quiet environment.
- Relaxing music.
Outreach Programs

• 211 San Diego
• Bayside Community Center
• San Diego Unified School District Pilot Program
• Participants - Donna Magden, Kristin Makena, Shari Melia, Tanya Robinson, Jennifer Schell, and Kelly Yonston
  ◦ Students
  ◦ Staff
  ◦ Policy
SDUSD Elementary Pilot

- SHARI MELIA, School Psychologist
- Fall 2015
  - Twenty three 2nd grade students participated in 16 weeks of mindfulness lessons utilizing the Mindful Schools Curriculum (some adaptions).
    - 1x per week for 15-20 minutes.
    - Post test - 100% of the students directly benefit from the program.
    - Mindfulness created an environment that added 5-100 minutes of instruction (daily variation).
    - The teacher supported the use of the curriculum and is maintaining the practices.
Please rate on a scale of 1-10 (1 being very weak/none of the time, 10 being very strong/all of the time)

<table>
<thead>
<tr>
<th>Question</th>
<th>Teacher Pre (9/30/15)</th>
<th>Teacher Post (2/23/16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your students’ ability to relate to one another</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Your students’ ability to pay attention</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Your students’ ability to settle down</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Their impulse control</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Their self-awareness</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

Please rate on a scale of 1-10 (1 being little to no knowledge, 10 being an expert)

<table>
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<tr>
<th>Question</th>
<th>Teacher Pre (9/30/15)</th>
<th>Teacher Post (2/23/16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your knowledge of what mindfulness is</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Your ability to practice mindfulness with your students in classroom</td>
<td>5</td>
<td>8</td>
</tr>
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Mindfulness Programs

• **Mindful Schools**
  o Online training for staff (Foundations and Curriculum)
  o Flexible training, middle cost, resources and online community

• **MINDUP**
  o Curriculum (books)
  o Cost Effective, self-directed

• **Inner Explorer**
  o MP3 15 minute recordings
  o Easy, low cost
  o Absence of teacher/student guidance
Mindfulness Programs continued...

• **Yes for Schools**
  - In person training for students, educators, and parents
  - Breathing, contemplative practices, human value processes, self-awareness, empowerment techniques
  - Costly, requires in person training.

• **Learning to BREATHE**
  - Middle /high school programs
  - Teenagers - Transitioning into adulthood
  - Integrated into the curriculum and linked to standards.
  - Cost effective
  - Six themes built on the acronym BREATHE
Just Breathe
Parting Thoughts

Individual

○ HOW CAN YOU CREATE OR IMPROVE YOUR OWN PRACTICE?

Global

○ HOW CAN YOU CREATE CHANGE IN THE LIVES OF OTHERS?

How can you plant the seed?
THANK YOU!!!

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Makena Solutions
providing mindful solutions for healthy living
Resources

- http://ggia.berkeley.edu
- http://marc.ucla.edu
- http://www.chopra.com
- http://health.ucsd.edu/specialties/mindfulness/Pages/default.aspx
- http://www.mindfulschools.org
- http://www.mindful.org
- http://thehawnfoundation.org/mindup/
- http://learning2breathe.org
- http://cmbm.org
- https://www.bookdepository.com/Mindfulness-Skills-Workbook-for-Clinicians-Clients-Debra-E-Burdick/9781936128457
Health and Wellness Apps

- Calming circles – Apple (Mindfulness)
- Zen Melodies – Apple (Music)
- Stand – Apple (helps remind us for stretch breaks)
- Charity miles – Android (donate money to charity with physical activity)
- Endomondo – Android (track your fitness)
- Healthy out – Android (restaurant healthy food choices)
- Noom Coach – Android (calorie tracker)
- Calm – Android (Guided meditations)
- Lumosity – Android (Brain Challenges)
- Sleep bug – Android (White noise)
Health and Wellness Apps

- Instant Heart Rate – Apple (Monitor)
- Fitness Buddy – Apple (Workout and journal)
- My Plate calorie tracker – Apple (Calorie Tracker)
- Sleep Time – Apple (sleep tracker and alarm)
- Stop, Breathe, and Think – Apple (Mindfulness/Compassion tool)
- Free Relaxing Sounds of Nature – Apple (Meditation/Mindfulness)
- Tap and Track – Apple (Calorie Counter)
- Insight Timer – Android/Apple (Meditation Timer connected to others)
- Mindfulness Bell – Android (Mindfulness Reminder)
- Mindshift – Android/Apple (Anxiety Reduction)
- Go noodle (Movement for kids)
- Thankful.com (post grateful messages)
- Gratitude journal - Iphone (Daily Journal)
Daily Mindful Activities

• Wear a piece of clothing, bracelet, pin, or other item to remind you throughout the day to breathe and treasure that moment in life.
• As you enter the car and before you turn on the ignition, take a few deep breaths, and mindfully/kindly inquire how are you? What is present (thoughts, emotions, sensations)?
• While driving or taking public transportation decide not to play the radio or talk on the cellphone; sense the vehicle moving, its speed and the position of your body sitting, the noises and temperature. How does it feel to drive/ride “mindfully”?
• Use a screen saver or cellphone wallpaper with words, phrases, or pictures to remind you to breathe, regroup, and recoup (e.g. breathing to relax).
• Use natural wait times as opportunities to take a few breaths (e.g. riding in an elevator, waiting in line, stuck in traffic).
Daily Mindful Activities

- Use breaks to truly relax rather than simply “pausing”. Instead of having coffee or surfing the net, take a mindful walk or practice mindful eating. Use it to collect yourself and focus on the breath.
- Decide to “STOP” and do a mini 1-3 minute mindful break every 2 hours during the workday. Become aware of how you are breathing and body sensations, allowing the mind to settle and regroup.
- Use everyday cues in the environment as reminders to “center” yourself (e.g. parking the car, turning on the computer, on a break. Use an object to remind you of the bigger picture (e.g. sky, poem).
- At the end of the day, try retracing the day’s activities acknowledging and congratulating yourself or what you’ve accomplished.
- When you get home take a moment to orient yourself to being with family, friends, pets, or just yourself!
- At the end of the day before you go to bed take 5-10 minutes to be still and quiet, do a mini breathing exercise.

Adapted from Mindful Living Program ©2009 Stress Reduction and Wellness: José Calderón-Abbot, M.D. 504-891-8808
www.mindfulpsychiatry.com
References


References continued...


